

**REVISED MARCH 21, 2005**

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Linda Cohen; Mrs. Carol Caballero  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Hermosa Valley School  
(As it should appear in the official records)

School Mailing Address 1645 Valley Drive  
(If address is P.O. Box, also include street address)

Hermosa Beach California 90254-2921  
City State Zip Code+4 (9 digits total)

County Los Angeles School Code Number 19-64600

Tel. ( 310 ) 937-5888; (310) 798-1680 Fax (310) 376-4974

Website/URL [www.hbcasd.org](http://www.hbcasd.org) E-mail [lcohen@bnet.org](mailto:lcohen@bnet.org); [ccaballero@bnet.org](mailto:ccaballero@bnet.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date February 7, 2005

Name of Superintendent Dr. Sharon McClain  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hermosa Beach City School District Tel. (310) 937-5877

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date February 7, 2005

Name of School Board  
President Mr. Lance Widman  
(Specify: Ms. Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date February 7, 2005

## **ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available

1. Number of schools in the district:       1   Elementary schools  
           Middle schools  
           Junior high schools  
           High schools  
           Other  
  
      1   TOTAL (two sites)

2. District Per Pupil Expenditure:      \$7,361.00   
  
     Average State Per Pupil Expenditure:      \$6,542.21

### SCHOOL

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural
4.   7 (avg.)   Number of years the principal has been in her/his position at this school.  
                          If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>PreK</b>				<b>7</b>	62	67	<b>129</b>
<b>K</b>	71	60	<b>131</b>	<b>8</b>	60	57	<b>117</b>
<b>1</b>	56	67	<b>123</b>	<b>9</b>			n/a
<b>2</b>	52	57	<b>109</b>	<b>10</b>			n/a
<b>3</b>	59	45	<b>104</b>	<b>11</b>			n/a
<b>4</b>	38	56	<b>94</b>	<b>12</b>			n/a
<b>5</b>	79	49	<b>128</b>	<b>Other</b>			
<b>6</b>	62	55	<b>117</b>				
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>				<b>1052</b>

6. Racial/ethnic composition of the students in the school: 76% White  
1% Black or African American  
12% Hispanic or Latino  
10% Asian/Pacific Islander  
1% American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 6 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	34
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	61
(4)	Total number of students in the school as of October 1	1041
(5)	Subtotal in row (3) divided by total in row (4)	.059
(6)	Amount in row (5) multiplied by 100	5.9

8. Limited English Proficient students in the school: 1 %  
1 Total Number Limited English Proficient  
Number of languages represented: 1  
Specify languages: Russian

9. Students eligible for free/reduced-priced meals: 4 %  
40 Total Number of Students Who Qualify

10. Students receiving special education services: 6%  
62 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>10</u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>7</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u>8</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>      </u> Multiple Disabilities	<u>      </u> Visual Impairment Including Blindness
<u>6</u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>3</u>	<u>      </u>
Classroom teachers	<u>53</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>      </u>
Paraprofessionals	<u>11</u>	<u>5</u>
Support staff (Part-time support staff includes attendance clerks, kitchen workers, playground supervisors, & office clerk)	<u>5</u>	<u>12</u>
Total number	<u>74</u>	<u>18</u>

12. Average school student-“classroom teacher” ratio: (K) 20:1; (1<sup>st</sup>-3<sup>rd</sup>) 20:1; (4<sup>th</sup>-8<sup>th</sup>) 30:1

13. Attendance patterns for teachers and students as a percentage:

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	96 %	97 %	96 %	96 %
Daily teacher attendance	96 %	98 %	98 %	97 %	97 %
Teacher turnover rate	9 %	9 %	9 %	14 %	8 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

14. (High schools only) n/a

## PART III – SUMMARY

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In 1904 a newly built but vacant school house standing alone on a barren sand dune did not appear to be an auspicious beginning for community education in Hermosa Beach. But Miss Styrahle and Miss Stanford, the first teachers hired by Ocean View School, quickly realized how serious the community was about education. Unable to afford an excessive \$15 dollar drayage fee, the Hermosa school trustees carried the school desks on their shoulders across the shifting sand dunes and into the classrooms. It was and is this kind of dedication and energy which infuses the groundswell of community support and champions the school mission – *“to ensure that each student will acquire the skills and values necessary to be lifelong learners and productive citizens.”*

In the year of our 101<sup>st</sup> graduating class, we celebrate our long tradition of quality education and focus our vision to the future, preparing our students to meet the new challenges that face all of us every day. To fulfill our mission we provide a comprehensive Kindergarten through 8<sup>th</sup> grade educational curriculum rich in technology. As a one-school district, we enjoy a high level of communication and collaboration among the district administrators, students, teachers, parents, and local citizenry. The various stakeholders in the school meet regularly to discuss and articulate strategies to enhance our students’ experiences, then work to design and implement appropriate programs. We employ a wide variety of learning strategies, experiences, and support services to promote student learning as well as extensive and exceptional parent involvement in day to day classroom activities. Character education is addressed as integral to our role in educating the whole child. We have identified five themes to guide the community of learners here: Respect, Compassion, Courage, Creativity/Innovation, and Cooperation. Our district’s intimate size has created a neighborhood school culture in which students’ social, emotional, physical, and intellectual development are continually monitored and nurtured.

Fundamental to our mission is a competent and caring staff, participation in decision making, active partnerships with residents, parents, and community, and a safe, orderly and attractive environment. Currently in construction is a school modernization program funded by a recent bond measure. Modernization includes expansion of our media center and nationally acknowledged technology lab, as well as additional classrooms to help to maintain class size and to accommodate student population growth.

Hermosa Beach can be compared to a vintage postage stamp, colorful, rare and compact. We are 18,000 people in an area approximately one square mile 17 miles southwest of Los Angeles. We are an eclectic, economically varied community with a unique history rich in surfing and music legend. As the only school in this small city we are strongly interconnected with the community. Students contribute to community life through ongoing service programs and conversely, community members participate in many school programs, furthering our vision of developing productive citizens.

Like a surfer carving the face of a wave, we seek balance in our students’ lives, preparing them with knowledge, strength, and the tools to understand and succeed in life. None of this would be possible without strong community and parental support, and innovative, dedicated teachers and staff. This energy and enthusiasm are akin to the abundant and endless Pacific Ocean waves crashing upon our shore. In our community “it takes a wave” to enable and ensure our students’ success. But the wave that carries Hermosa students into a promising future doesn’t start on the crest of the surf a few blocks to the west of our campus. Rather, it starts in the hearts of our remarkable community. Together we endeavor to inspire our students not to fear life’s challenges, but to respect and grow from them – to ride the wave, to strive for knowledge, and occasionally, to dare to walk to the end of the board and hang ten.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### ***IV. 1. Describe in one page the meaning of the school's assessment results.***

All Hermosa students in grades two through eight participate in the California STAR (Standardized Testing and Reporting) program every spring. California uses the California Standards Test (CST) and the California Achievement Test, 6<sup>th</sup> Edition (CAT/6) to determine student progress. Prior to the CAT/6, before 2003, the Stanford Achievement Test, 9<sup>th</sup> Edition Form T (SAT/9) was administered to all students in the state. Both the CAT/6 and the SAT 9 are norm-referenced tests, and results from these tests are noted in percentile rank from 1% to 99%. Of the two current assessments, the most important components of the STAR program are the California Standards Tests (CST's) which measure student performance on California's Academic Content Standards and identify students who achieve at each performance level: advanced, proficient, basic, below basic, or far below basic. The CAT/6 is referenced against national norms and is scored in percentiles from 1% to 99%.

Hermosa school and district is atypical in California as we have no statistically significant data to report regarding any subgroups. Our population is primarily one ethnicity (white – 76%) and although we have students from a variety of ethnic groups, no one group is statistically noteworthy across all grades. Approximately 4% of our students qualify for free or reduced lunch, and consequently, we have no subgroups in the economically disadvantaged group either. While we don't have statistically significant numbers of students in any subgroups, we reported scores of our largest subgroup, Hispanic and Latino students, although our results are not consistent by year or grade level because of the small size of the group. We are committed to making sure all our students are successful and we closely monitor the progress of all students in the subgroups as well as all students who score below the basic level.

In Hermosa, students continue to earn significantly high scores in all areas on the SAT/9 and CAT/6, compared to other students' scores nation-wide. Our national percentages average 75% in reading and 81% in math over the span of four years. On the CST, our composite scores for students scoring at the advanced and proficient levels in reading/language arts increased from 68% to 70%, compared with the increase in state scores from 31% to 36% over the past four years. On the CST in mathematics, our students at the advanced and proficient levels rose from 65% to 73% compared to the increase in state scores from 33% to 42%. Our 8<sup>th</sup> graders in Algebra I are one notable exception; 100% of the students in this class have scored at the proficient and advanced levels for the past three years.

California uses the Academic Performance Index (API) as a key component in the public schools accountability system, and it measures the academic performance and growth of schools. The scale ranges from a low of 200 to a high of 1000, and the target for all schools is 800. Hermosa students continue to exceed the state requirements and we score in the top 10% of all schools in California. From our base score of 838 in 2000, we are currently at 883, compared to a current statewide score of 692, which puts us well above the average school in California by nearly 200 points. California compares our K-8 school to schools with only elementary grades, so our achievement is even more profound because middle grade students statistically score lower than elementary students. The CST's carry the most weight (80%) for calculating school and district Academic Performance Indexes (API's) compared to a weight of only 20% for the norm-referenced tests. This is because of California's increased emphasis on tests that are closely aligned to state content standards (CST's).

Under federal "No Child Left Behind" requirements, a school must meet Adequate Yearly Progress (AYP) requirements, which include meeting API criteria. Students in Hermosa meet AYP levels continually based on our excellent test scores. Overall, our students flourish academically, but we continue to diligently analyze the efficacy of our instructional materials and strategies and the effectiveness of our teaching. We continue to focus our instruction on meeting the needs of all students and we continue to revise our curriculum to meet all academic standards.

Information regarding the state system can be found on the California Department of Education website under the category of testing and accountability: <http://www.cde.ca.gov/ta/>

#### ***IV. 2. Describe how the school uses assessment data to understand and improve student and school performance.***

Continual monitoring of student learning is at the heart of our school's excellence. The data from the STAR accountability system is reviewed throughout the year. Teachers address areas of weakness by altering curricular sequence, refining teaching techniques, and improving communication among grade levels. All three of these strategies were employed when the 3<sup>rd</sup> grade adopted a new math curriculum, and assessments revealed some gaps in student understanding. This practice keeps our instruction meaningful and keeps our teachers well informed regarding the needs of every child in their care.

Information gleaned from assessments leads as well to many less sweeping instructional decisions. It impacts decisions on homework tasks and on re-teaching strategies, for example. Overall, the continual rhythm of student evaluation, instructional refinement, and student reevaluation is crucial. In addition to standardized state tests, the school also utilizes standards-aligned, locally designed mathematics benchmark assessments at every grade level and Articulated Writing assessments, which provide specific data on student achievement relative to the California content standards in these areas. Middle grade students take the UCLA algebra and geometry readiness tests as appropriate to further assess math proficiency. The school's strong focus on differentiated instruction is, in part, a response to the data from these local benchmark assessments. We have begun a system in the early grades to track each student's scores on these tests and to develop individualized goals in math and writing for each child.

Teachers generate assessments that are linked to the standards-based textbooks and that also rely on the teacher's knowledge of each child in a school community in which personal connections are paramount. When ongoing classroom assessment reveals a student is underachieving, teachers move quickly to first provide extra help for that child, and if necessary, to involve parents and administrators in additional interventions or assistance. At year-end, teachers review individualized feedback from the state to determine how each student in their class performed on the standardized state tests.

#### ***IV. 3. Describe how the school communicates student performance and assessment data.***

Hermosa's core value of parent involvement demands close communication with our students' parents. At Back-to-School night in September, teachers review with parents the goals and expectations for the year with reference to the state standards so that parents are prepared to understand the context of upcoming assessments. The trimester report card is the formal vehicle for communicating the results of these assessments, but phone calls, notes home, progress reports, e-mails, and conferences regularly supplement this. Conferences are held in November and throughout the year as needed. Parents consistently note that there are no surprises concerning their children's performance. Communication is further enhanced by the adoption of Power School, a software program that allows teachers to post student grades and other information (such as missing assignments) on the district's web site. Parents and children frequently access their own information via password.

The report card addresses all academic subject categories, including specific skills and desired outcomes associated with each content area. In addition, the report cards include assessments of each student's effort, achievement, and development in art, music, physical education, and categories of citizenship and interpersonal skills. The School Accountability Report Card and other school performance documents are available on the district's website. Parents receive their own children's results in a mailed STAR report, which includes an explanation provided by the administration of how to understand the report. In addition, our superintendent and principals make themselves readily available for individual questions and concerns parents may have regarding this report. School wide data are disseminated through our district newsletter and through three local newspapers, which publish standardized test scores and our Academic Performance Index (API). Statewide assessment data are posted on the state website for reference and comparison. If necessary, bilingual staff members are available to assist English language learners in understanding report cards and other assessment data.



#### ***IV. 4. Describe how the school shares and will continue to share its successes with other schools.***

Some of Hermosa's staff members teach at local universities while other staff members regularly present and train teachers and administrators at local, state, and national conferences. Being involved in teacher training allows us to share our successes with new teachers. We enjoy student teaching partnerships with three local universities. We also have a partnership with a local college where graduate students in a teacher-credentialing program tutor our first and second grade students in reading.

During the fall of 2004, the school became a demonstration site for the new SkanTEK science program. Staff and students were trained to use laptop computers, software, and manipulatives to pursue the scientific method of discovery and proof in learning the science standards. The lab is open to visitations by other school personnel who are considering setting up similar labs, and to other interested community organizations.

The technology program in Hermosa Beach continues to be recognized with state and national awards and it is a showplace for visiting administrators, teachers, and students. Our staff has trained school personnel in New Mexico, Tennessee, and London, England, as well as in California. The eighth grade "Digital Diva" program has spawned a technologically savvy group of young women who go on to become leaders in the local high schools and beyond.

The campus will be a demonstration site for differentiated instruction, focusing on depth and complexity in the curriculum. The staff is in year three of this training, and we anticipate that within a year, visiting educators will be observing our classrooms where we strive to meet the needs of every child.

Hermosa Beach City School District has an easily accessible website welcoming parents, students, and community members to interact with the school through individual e-mail accounts and links to other school organizations and personnel. School events, students' grades, and homework assignments are in a password-protected area and may be accessed at any time.

## **PART V – CURRICULUM AND INSTRUCTION**

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### ***V. 1. Describe the school's curriculum.***

The curriculum at Hermosa Valley School is focused on producing lifelong learners and productive citizens. Instruction in our core curriculum is organized so that every student meets or exceeds the state and national standards and our curriculum is backed by solid academic research from *Elementary Makes the Grade* and *This We Believe* (National Middle School Association). All students achieve proficiency in the California Department of Education Standards listed in Frameworks for California Public Schools for Language Arts, Mathematics, History/Social Science, Science, Foreign Language, and Visual and Performing Arts.

**English (Language Arts).** Language Arts instruction follows the Houghton Mifflin (K-5) and Prentice Hall (6-8) programs. Aligned with the California Standards, these programs include core academic focus areas: reading, writing, spelling, and language. All students read from a variety of texts grouped in themes to encourage reading fluency, comprehension, and vocabulary. The Accelerated Reader program motivates students to read outside of class. In the primary classes, phonemic awareness and phonics instruction are integral to the Language Arts program. Writing and language areas focus on a myriad of writing experiences: the writing process, daily language practice, grammar practice, and journal practice. Spelling is integrated and taught through literature. Special education teachers are provided with assistive technologies for special needs students.

**Mathematics.** The mathematics program at Hermosa is aligned with California State Standards and promotes academic excellence. Our K-2nd grades use McGraw-Hill, and our 3rd-8th grade students use a combination of Glencoe, Prentice Hall, and Scott Foresman texts based on the individual student's level of math. These programs provide developmentally appropriate opportunities for students to work with manipulatives and real-life scenarios in mathematical problem solving. In addition, students evaluate their own learning through guided reflection and teacher and student directed classroom discussions.

**Social Science.** The goal of the social science program is to help students understand how society has changed over time, and then to use that knowledge to improve society. All students participate in a community service project, an essential aspect of this core program. Connections are then made to our past, the present, and our future with the goal of understanding the changing global world. Students in K-8th grade use Houghton Mifflin textbooks which are aligned to the California State Standards; in addition they engage in a variety of projects and simulations of significant events and time periods.

**Science.** Our elementary science program, “Living with Science” is the only lab of its kind in California. This program, linked directly to the California and National content standards, is a modular teaching resource designed to give students hands-on experiences with science. This hands-on laboratory is supplemented by the Harcourt Brace textbook series, which reinforces content learned at the hands-on laboratory. In addition to the Holt science series, our 6<sup>th</sup>-8<sup>th</sup> grade science program involves an Outdoor Education Experience. During the spring, our 6<sup>th</sup> grade students spend one week in the foothills of Malibu studying earth science, 7<sup>th</sup> graders spend one week on Catalina Island studying the ocean and marine biology, and 8<sup>th</sup> graders spend three days at Astro Camp and engage in studying astronomy and flight.

**The Arts & Foreign Language.** All students in grades six and seven take Spanish as a component of the exploratory wheel. This course is designed to give middle school students an introduction to the language and culture of Spanish speaking countries. All 8<sup>th</sup> grade students have the option of taking a full year Spanish course that enables these students to enroll in second-year Spanish at the high school level. The fine and performing arts are also integral to the core curriculum. All students in grades kindergarten through eight participate in “Young at Art”, a hands-on and historical perspective of artworks of the masters. All K-5 students are taught by a credentialed music specialist and have an opportunity to join our school’s performing arts choir. Each spring our fine arts department also puts on a wonderful musical and dance production. Hermosa Valley requires all middle school students to take an exploratory class in drama and a visual art class in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. Our fine arts curriculum was developed using the California Visual and Performing Arts Frameworks and National content standards.

## ***V. 2. Describe the elementary school’s reading curriculum.***

Fostering an environment that promotes a love of reading speaks directly to our mission of helping students become lifelong learners and productive citizens. After a year of research, review, and piloting, we selected the Houghton Mifflin Reading Program for our K-5 students. Tied to California State standards, this program focuses on phonics and auditory perception, which research confirms are key components of reading mastery. The program emphasizes a sequential approach to the teaching of reading. This clarity of articulation across grade levels fosters faculty communication and collaboration, and easily supports teacher transitions. Writing is clearly and consistently integrated into this reading program as well. Houghton Mifflin offers excellent teacher training. The first training this year, highlighting assessment practices, was very well received by our teachers. Our 6-8 students use Prentice-Hall’s “Timeless Voices, Timeless Themes” series, a standards-based integrated program with a strong focus on analysis and comprehension. This program utilizes strategies such as sharing of background information, active reading, understanding the purposes of various literary strategies, discussion of and connection with the text, and application of learned skills to new situations.

Our reading program moves well beyond the textbook, incorporating many motivators and models for children. All students have weekly library time with our dedicated librarians, and by second grade each student may (and eagerly does) take out 4 books a week. Our librarians administer incentive programs such as Accelerated Reader and Books and Beyond, which tracks the number of pages read by both students and parents. One local bakery donates cookie coupons for our Cookie Calls, where teachers call students at home to try to catch them reading. Members of the Hermosa Rotary Club come into classrooms to read to kids. The largest community service project at our school involves collecting books for the library of a children’s clinic in the area. Homework always includes a nightly reading-for-pleasure component. Primary grade teachers have daily small group time with students for reading. 4<sup>th</sup> graders work with a poet-in-residence while in the 5<sup>th</sup> grade parents run weekly Literature Circles. Reading permeates the community, its value emphasized at every turn.

***V. 3. Describe one other curriculum area and show how it relates to essential skills and knowledge, based on the school's mission. (Science)***

We are extremely proud of our new state-of-the-art multimedia science laboratory program in grades 3-5. Developed in accordance with the National Science Education Standards, Hermosa Valley's science lab is the only one of its kind in California, and will serve as a model/demonstration site for other schools and for teacher education. Implemented in conjunction with our national award winning technology program, it will put us at the forefront of elementary and middle school science education. Our newly renovated, 16-station ScanTEK science lab is equipped with seventeen networked laptop PCs around a large, colorful room. The lab is staffed by a full-time credentialed science specialist who collaborates with the 3<sup>rd</sup> - 5<sup>th</sup> grade teachers to integrate weekly hands-on experiments and interactive simulations into the daily science curriculum. Called "Living With Science," the modular program features "islands of instruction" for four topic areas: Physical Science (Sound & Energy, Motion, Light & Heat, and Electricity & Magnetism); Scientific Reasoning (Inventions, Problem Solving, Measurement, and Materials); Life Science (Plant Life, Agriculture, Animal Life, and Health); and Earth Science (Environment, Solar Systems, Geology & Water, and Weather). Students work in pairs around the room, performing engaging experiments such as building and testing solar circuits, constructing small bridges, and examining specimens with a computer-linked microscope. There are approximately 150 hands-on activities in all. The dynamic activities are fully student-centered, encouraging both independent and cooperative learning and developing each student's research, problem solving and IT skills. These skills will provide a solid foundation for the more advanced science curriculum of the upper grades. They are also extraordinarily fun, and make learning a pleasure. Lenia the talking alien, whose British accent they all love, guides students through each unit. Teachers track students' progress and performance via the sophisticated ClassAct software program, creating a computer-managed learning environment where teachers can immediately see any problems students might be encountering as they work. The exciting design of this lab motivates all students to enjoy and be confident about science and technology, and builds a remarkable foundation for those who will soon be creating our future.

***V. 4. Describe the different instructional methods the school uses to improve student learning.***

The Hermosa school staff and teachers use standards-based, developmentally appropriate instructional methods to improve student learning. Classes at all levels include differentiated instruction and technology education, which are core values in our school. In presenting the standards-based curriculum, teachers work individually, in peer groups, and in grade-level groups to select a combination of strategies and instructional materials. Lower grade students benefit from multi sensory learning such as math and science manipulatives, and experiential learning strategies such as historical simulations like "Pioneer Days", when students dress as pioneers and trek with covered wagons to a local park. As students mature the focus is on constructivist learning, and teachers use hands on experimentation (particularly in art and science classes), teacher led discussions, role playing (dressing up and presenting as a figure from history), team teaching, peer coaching, field trips (museum trips, week-long off-site science camps) and craft based projects (construction of California mission in fourth grade; a Greek building in sixth grade). Hands-on technology projects are embedded in the curriculum at all grades and in all subject areas. Hands-on exercises also develop computer literacy, governed by a published matrix spanning K through grade 8. Computer technology itself is also used as an instructional method, such as the school's use of Accelerated Reader to help develop reading skills. Although not formally a "teaching method," parental involvement is viewed by the school as an important part of reinforcing classroom instruction. Standards and expectations are provided to all parents at Back to School night, and school grades and status of assignments in the upper levels are available through Power Grade, a web-based application. Teachers also supplement the formal teaching day and further parent involvement with after school events such as Family Math and Science Night, the Talent Show, and the school musical.

***V. 5. Describe the school's professional development program and it's impact on improving student achievement.***

A wide array of targeted professional development activities prepare teaching staff, administrative staff, and classified staff to help increase student achievement. Administrators monitor professional development needs by conducting annual staff surveys and individual performance evaluations, by assessing test scores, and by reviewing classroom performance. Teachers identify their own professional development goals, and school administrators review these goals and provide appropriate resources for attaining them. The school's professional development program for teachers comprises staff development days, release time, peer teaching, and formal education. In addition, the school encourages enrollment in outside courses and conferences, and provides reimbursement for some activities when possible. 36% percent of the faculty holds graduate degrees and 87% percent have thirty units beyond a bachelor's degree.

Training our teachers in techniques of Differentiated Instruction is a long-term focus of professional development. An outside consultant works with us to demonstrate the cutting-edge brain research that examines children's multiple intelligence levels and learning styles. Staff members have the opportunity to visit model schools in our area where differentiated instruction is practiced. All teachers receive training in assessing student needs and providing individualized instruction, and the school places an increasing emphasis on adding depth and complexity to our curriculum. Because of our commitment to this area, we anticipate being a model demonstration site for Differentiated Instruction within two years.

Technology training is provided through ADTECH, a consortium that provides numerous teacher-training programs, and by an on-site technology director who also serves as the upper grades technology instructor. Our teachers are currently being trained in the use of an on-line essay grading system and the use of "Smart Boards" in upper grade science classrooms.

Classified staff attend regular training sessions relevant and appropriate for their individual positions. Staff who work with special needs students are trained in a number of areas such as early phonemic awareness and one-to-one behavior support. Every individual associated with Hermosa Valley School is valued and supported as a member of our community of learners.

## **PART VII – ASSESSMENT RESULTS**

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### **STATE CRITERION - REFERENCED TESTS**

**Grade:** 2

**Test:** California Standards Test – English Language Arts Standards

**Publisher:** California Department of Education – State Developed

#### **What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

#### **Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicates that we do not have statistically significant numbers of students to report in this category.

### **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 2 English Language Arts Standards

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month May				
<b>SCHOOL SCORES</b>				
% At Advanced	39	41	29	36
% At or Above Proficient	77	71	72	69
% At or Above Basic	91	94	94	90
% Below Basic	8	3	6	5
% Far Below Basic	1	2	0	4
Number of students tested	104	92	119	96
Percent of total students tested	99	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
% At Advanced	*	28	*	*
% At or Above Proficient	*	50	*	*
% At or Above Basic	*	94	*	*
% Below Basic	*	0	*	*
% Far Below Basic	*	6	*	*
Number of students tested	10	18	*	*
<b>STATE SCORES</b>				
% At Advanced	12	12	9	10
% At or Above Proficient	35	36	32	32
% At or Above Basic	65	68	63	61
% Below Basic	22	19	22	24
% Far Below Basic	13	13	15	15

An asterisk (\*) indicates that we do not have statistically significant numbers of students to report in this category

## **STATE CRITERION - REFERENCED TESTS**

**Grade:** 3

**Test:** California Standards Test – English Language Arts Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 3 English Language Arts Standards

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month      May				
<b>SCHOOL SCORES</b>				
% At Advanced	16	33	23	22
% At or Above Proficient	57	67	59	74
% At or Above Basic	85	95	86	91
% Below Basic	11	4	12	4
% Far Below Basic	4	1	2	5
Number of students tested	94	123	114	112
Percent of total students tested	100	100	100	99
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
% At Advanced	12	*	*	*
% At or Above Proficient	41	*	*	*
% At or Above Basic	76	*	*	*
% Below Basic	18	*	*	*
% Far Below Basic	6	*	*	*
Number of students tested	18	9	*	*
<b>STATE SCORES</b>				
% At Advanced	9	10	11	9
% At or Above Proficient	30	33	34	30
% At or Above Basic	61	63	62	59
% Below Basic	22	21	23	24
% Far Below Basic	17	16	16	16

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category



## **STATE CRITERION - REFERENCED TESTS**

**Grade: 4**

**Test:** California Standards Test – English Language Arts Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 4 English Language Arts Standards

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month      May				
<b>SCHOOL SCORES</b>				
% At Advanced	45	34	49	29
% At or Above Proficient	76	73	81	73
% At or Above Basic	99	95	98	95
% Below Basic	1	1	1	4
% Far Below Basic	0	4	2	1
Number of students tested	124	113	107	104
Percent of total students tested	100	96	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
% At Advanced	18	17	*	*
% At or Above Proficient	54	67	*	*
% At or Above Basic	99	100	*	*
% Below Basic	0	0	*	*
% Far Below Basic	0	0	*	*
Number of students tested	11	12	*	*
<b>STATE SCORES</b>				
% At Advanced	16	15	14	11
% At or Above Proficient	39	39	36	33
% At Basic	73	74	71	66
% Below Basic	18	18	19	21
% Far Below Basic	9	8	11	13

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category

## **STATE CRITERION - REFERENCED TESTS**

**Grade: 5**

**Test:** California Standards Test – English Language Arts Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

### **Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicates that we do not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 5 English Language Arts Standards

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month      May				
<b>SCHOOL SCORES</b>				
% At Advanced	40	42	30	32
% At or Above Proficient	70	85	72	66
% At or Above Basic	94	99	96	90
% Below Basic	4	1	4	9
% Far Below Basic	1	1	1	1
Number of students tested	119	124	105	112
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
% At Advanced	8	30	*	*
% At or Above Proficient	70	75	*	*
% At or Above Basic	91	100	*	*
% Below Basic	0	0	*	*
% Far Below Basic	0	0	*	*
Number of students tested	13	20	*	*
<b>STATE SCORES</b>				
% At Advanced	16	10	9	7
% At or Above Proficient	40	36	31	28
% At or Above Basic	71	72	71	66
% Below Basic	16	18	20	22
% Far Below Basic	13	11	9	12

An asterisk (\*) indicates that we do not have statistically significant numbers of students to report in this category.

## **STATE CRITERION - REFERENCED TESTS**

**Grade: 6**

**Test:** California Standards Test – English Language Arts Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 6 English Language Arts Standards

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month      May				
<b>SCHOOL SCORES</b>				
% At Advanced	33	45	29	23
% At or Above Proficient	76	76	62	70
% At or Above Basic	98	92	93	93
% Below Basic	2	6	5	5
% Far Below Basic	0	2	3	2
Number of students tested	131	109	118	117
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
% At Advanced	35	*	*	*
% At or Above Proficient	64	*	*	*
% At or Above Basic	99	*	*	*
% Below Basic	0	*	*	*
% Far Below Basic	0	*	*	*
Number of students tested	17	5	*	*
<b>STATE SCORES</b>				
% At Advanced	12	13	9	8
% At or Above Proficient	36	36	30	31
% At or Above Basic	72	71	66	67
% Below Basic	19	16	19	20
% Far Below Basic	10	13	15	13

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **STATE CRITERION - REFERENCED TESTS**

**Grade:** 7

**Test:** California Standards Test – English Language Arts Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 7 English Language Arts Standards

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month      May				
<b>SCHOOL SCORES</b>				
% At Advanced	36	27	16	21
% At or Above Proficient	76	73	74	59
% At or Above Basic	96	95	94	85
% Below Basic	3	3	6	12
% Far Below Basic	1	2	0	3
Number of students tested	119	126	118	117
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
% At Advanced	*	12	*	*
% At or Above Proficient	*	65	*	*
% At or Above Basic	*	89	*	*
% Below Basic	*	12	*	*
% Far Below Basic	*	0	*	*
Number of students tested	6	17	*	*
<b>STATE SCORES</b>				
% At Advanced	11	10	7	9
% At or Above Proficient	36	36	33	32
% At or Above Basic	69	69	65	65
% Below Basic	18	18	20	21
% Far Below Basic	12	14	15	15

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category



## **STATE CRITERION - REFERENCED TESTS**

**Grade: 8**

**Test:** California Standards Test – English Language Arts Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 8 English Language Arts Standards

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month      May				
<b>SCHOOL SCORES</b>				
% At Advanced	29	22	29	23
% At or Above Proficient	62	64	69	60
% At or Above Basic	89	98	97	93
% Below Basic	10	1	2	6
% Far Below Basic	1	2	2	0
Number of students tested	121	125	115	111
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	2	1	0	0
Percent of students alternatively assessed	2	1	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
% At Advanced	13	21	*	*
% At or Above Proficient	57	42	*	*
% At or Above Basic	76	85	*	*
% Below Basic	25	7	*	*
% Far Below Basic	0	7	*	*
Number of students tested	16	14	*	*
<b>STATE SCORES</b>				
% At Advanced	11	8	10	9
% At or Above Proficient	33	30	32	32
% At or Above Basic	69	64	66	67
% Below Basic	19	20	19	19
% Far Below Basic	12	15	14	14

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **STATE CRITERION - REFERENCED TESTS**

**Grade:** 2

**Test:** California Standards Test – Mathematics Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 2 Mathematics Standards

	2003-2004	2002-2003	2001-2002
Testing month      May			
<b>SCHOOL SCORES</b>			
% At Advanced	58	49	48
% At or Above Proficient	86	77	85
% At or Above Basic	96	89	95
% Below Basic	4	11	4
% Far Below Basic	1	0	1
Number of students tested	104	92	119
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic			
% At Advanced	*	33	*
% At or Above Proficient	*	77	*
% At or Above Basic	*	83	*
% Below Basic	*	17	*
% Far Below Basic	*	0	*
Number of students tested	10	18	*
<b>STATE SCORES</b>			
% At Advanced	23	24	16
% At or Above Proficient	51	53	43
% At or Above Basic	76	76	68
% Below Basic	20	20	24
% Far Below Basic	5	5	8

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **STATE CRITERION - REFERENCED TESTS**

**Grade: 3**

**Test:** California Standards Test – Mathematics Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 3 Mathematics Standards

	2003-2004	2002-2003	2001-2002
Testing month      May			
<b>SCHOOL SCORES</b>			
% At Advanced	52	43	19
% At or Above Proficient	77	77	60
% At or Above Basic	92	93	86
% Below Basic	9	6	12
% Far Below Basic	0	1	3
Number of students tested	94	123	111
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic			
% At Advanced	41	*	*
% At or Above Proficient	76	*	*
% At or Above Basic	88	*	*
% Below Basic	12	*	*
% Far Below Basic	0	*	*
Number of students tested	18	9	*
<b>STATE SCORES</b>			
% At Advanced	21	19	12
% At or Above Proficient	48	46	38
% At or Above Basic	73	71	65
% Below Basic	23	23	26
% Far Below Basic	4	7	9

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **STATE CRITERION - REFERENCED TESTS**

**Grade: 4**

**Test:** California Standards Test – Mathematics Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 4 Mathematics Standards

	2003-2004	2002-2003	2001-2002
Testing month      May			
<b>SCHOOL SCORES</b>			
% At Advanced	31	19	32
% At or Above Proficient	75	64	63
% At or Above Basic	97	91	95
% Below Basic	3	8	5
% Far Below Basic	0	2	1
Number of students tested	124	113	111
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic			
% At Advanced	18	17	*
% At or Above Proficient	45	50	*
% At or Above Basic	100	100	*
% Below Basic	0	0	*
% Far Below Basic	0	0	*
Number of students tested	11	12	*
<b>STATE SCORES</b>			
% At Advanced	18	18	13
% At or Above Proficient	45	45	37
% At or Above Basic	73	72	67
% Below Basic	24	21	26
% Far Below Basic	3	7	7

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.



## **STATE CRITERION - REFERENCED TESTS**

**Grade: 5**

**Test:** California Standards Test – Mathematics Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 5 Mathematics Standards

	2003-2004	2002-2003	2001-2002
Testing month      May			
<b>SCHOOL SCORES</b>			
% At Advanced	14	11	6
% At or Above Proficient	57	61	49
% At or Above Basic	83	89	85
% Below Basic	15	8	11
% Far Below Basic	3	3	4
Number of students tested	117	123	106
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic			
% At Advanced	0	10	*
% At or Above Proficient	42	40	*
% At or Above Basic	92	80	*
% Below Basic	8	15	*
% Far Below Basic	0	5	*
Number of students tested	12	20	*
<b>STATE SCORES</b>			
% At Advanced	12	10	7
% At or Above Proficient	38	35	29
% at or Above Basic	65	61	59
% Below Basic	25	26	31
% Far Below Basic	10	13	9

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **STATE CRITERION - REFERENCED TESTS**

**Grade: 6**

**Test:** California Standards Test – Mathematics Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 6 Mathematics Standards

	2003-2004	2002-2003	2001-2002
Testing month      May			
<b>SCHOOL SCORES</b>			
% At Advanced	31	34	30
% At or Above Proficient	75	79	66
% At or Above Basic	94	94	94
% Below Basic	5	6	6
% Far Below Basic	0	0	1
Number of students tested	131	109	118
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic			
% At Advanced	29	*	*
% At or Above Proficient	70	*	*
% At or Above Basic	94	*	*
% Below Basic	6	*	*
% Far Below Basic	0	*	*
Number of students tested	17	1	*
<b>STATE SCORES</b>			
% At Advanced	12	10	10
% At or Above Proficient	35	34	32
% At or Above Basic	66	64	62
% Below Basic	27	28	29
% Far Below Basic	7	8	8

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **STATE CRITERION - REFERENCED TESTS**

**Grade: 7**

**Test:** California Standards Test – Mathematics Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## STATE CRITERION – REFERENCED TESTS

### GRADE 7 Mathematics Standards

	2003-2004	2002-2003	2001-2002
Testing month      May			
<b>SCHOOL SCORES</b>			
% At Advanced	39	29	18
% At or Above Proficient	75	68	61
% At Basic	90	89	93
% Below Basic	8	10	7
% Far Below Basic	2	1	0
Number of students tested	119	126	121
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic			
% At Advanced	*	29	*
% At or Above Proficient	*	58	*
% At or Above Basic	*	82	*
% Below Basic	*	18	*
% Far Below Basic	*	0	*
Number of students tested	6	17	*
<b>STATE SCORES</b>			
% At Advanced	10	7	6
% At or Above Proficient	33	30	30
% At or Above Basic	63	62	61
% Below Basic	27	26	29
% Far Below Basic	11	12	11

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **STATE CRITERION - REFERENCED TESTS**

**Grade: 8**

**Test:** California Standards Test – Mathematics Standards

**Publisher:** California Department of Education – State Developed

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request to exclude their students from any or all parts of the STAR test.

**Subgroups**

- Hispanic or Latino students are reported as a significant subgroup over the past two years when information was statistically significant and available.
- Prior to 2002-2003, this information is not available for the school.
- An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## **TESTING STANDARDS**

- The California Standards Tests (CST's) are criterion-referenced tests and measure how students achieve specific state-adopted content standards.
- The five performance levels adopted by the State Board of Education are Advanced, Proficient, Basic, Below Basic, and Far Below Basic.
- Performance levels reflect points at which students have demonstrated knowledge and skills at a particular level.

## **8<sup>th</sup> GRADE MATHEMATICS**

- In California, our 8<sup>th</sup> graders take one of several tests in mathematics based on the course the student is enrolled in, and the courses the school offers. Our students in eighth grade take either "General Math" or Algebra I.
- The scores reported will be on two separate charts, one for General Math and one for Algebra I.

## STATE CRITERION – REFERENCED TESTS

### GRADE 8 General Mathematics Standards

	2003-2004	2002-2003	2001-2002
Testing month      May			
<b>SCHOOL SCORES</b>			
% At Advanced	24	21	16
% At or Above Proficient	58	74	60
% At or Above Basic	86	95	90
% Below Basic	12	5	8
% Far Below Basic	2	0	1
Number of students tested	93	101	86
Percent of total students tested	75	79	74
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic			
% At Advanced	21	*	*
% At or Above Proficient	50	*	*
% At or Above Basic	86	*	*
% Below Basic	14	*	*
% Far Below Basic	0	*	*
Number of students tested	14	*	*
Percent of students tested	11	*	*
<b>STATE SCORES</b>			
% At Advanced	4	3	2
% At or Above Proficient	24	24	20
% At or Above Basic	57	56	54
% Below Basic	28	28	33
% Far Below Basic	16	16	13

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.



## STATE CRITERION – REFERENCED TESTS

### GRADE 8 Algebra I Standards

	2003-2004	2002-2003	2001-2002
Testing month      May			
<b>SCHOOL SCORES</b>			
% At Advanced	58	67	39
% At or Above Proficient	100	100	100
% At or Above Basic	0	0	0
% Below Basic	0	0	0
% Far Below Basic	0	0	0
Number of students tested	24	21	28
Percent of total students tested	19	16	24
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Hispanic			
% At Advanced	*	*	*
% At or Above Proficient	*	*	*
% At or Above Basic	*	*	*
% Below Basic	*	*	*
% Far Below Basic	*	*	*
Number of students tested	2	*	*
Percent of students tested	2	*	*
<b>STATE SCORES</b>			
% At Advanced	8	10	11
% At or Above Proficient	35	39	39
% At or Above Basic	62	67	69
% Below Basic	30	24	22
% Far Below Basic	8	9	10

An asterisk (\*) indicated that we did not have statistically significant numbers of students to report in this category.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 2**

**Subject:** Reading (language arts)

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003 – 3004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles   X  

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	76	74	82	80
Number of students tested	104	92	119	94
Percent of total students tested	99	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	*	*	*	*
Number of students tested	10	*	*	*

Asterisk (\*) indicates no information is available

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 3**

**Subject:** Reading (language arts)

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003 – 3004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles  X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	63	73	75	77
Number of students tested	94	123	113	112
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	62	*	*	*
Number of students tested	18	*	*	*

Asterisk (\*) indicates no information is available

## **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

**Grade: 4**

**Subject:** Reading (language arts)

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003 – 3004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles  X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	70	63	82	80
Number of students tested	124	113	111	103
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	50	*	*	*
Number of students tested	11	*	*	*

Asterisk (\*) indicates no information is available

## **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

**Grade: 5**

**Subject:** Reading (language arts)

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003 – 3004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	71	77	77	77
Number of students tested	118	124	105	112
Percent of total students tested	100	99	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	60	*	*	*
Number of students tested	12	*	*	*

Asterisk (\*) indicates no information is available

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 6**

**Subject:** Reading (language arts)

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003 – 3004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	79	77	78	79
Number of students tested	131	109	119	117
Percent of total students tested	100	99	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	74	*	*	*
Number of students tested	17	*	*	*

Asterisk (\*) indicates no information is available

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 7**

**Subject:** Reading (language arts)

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615. parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003 – 3004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	81	81	77	72
Number of students tested	118	126	121	118
Percent of total students tested	99	98	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	*	*	*	*
Number of students tested	6	*	*	*

Asterisk (\*) indicates no information is available

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 8**

**Subject:** Reading (language arts)

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003 – 3004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	72	73	76	72
Number of students tested	121	125	114	111
Percent of total students tested	98	98	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	64	*	*	*
Number of students tested	18	*	*	*

Asterisk (\*) indicates no information is available



## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 2**

**Subject: Math**

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003-2004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	82	82	89	85
Number of students tested	104	92	119	95
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total Score	*	*	*	*
Number of students tested	10	*	*	*

Asterisk (\*) indicates no information is available.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 3**

**Subject: Math**

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003-2004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	80	83	81	85
Number of students tested	94	123	112	111
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Number of students tested	18	*	*	*
Total score	74	*	*	*

Asterisk (\*) indicates no information is available.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 4**

**Subject: Math**

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003-2004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	79	76	85	80
Number of students tested	124	113	111	103
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Number of students tested	11	*	*	*
Total Score	67	*	*	*

Asterisk (\*) indicates no information is available.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 5**

**Subject: Math**

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003-2004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	73	78	79	80
Number of students tested	117	123	106	111
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	72	*	*	*
Number of students tested	12	*	*	*

Asterisk (\*) indicates no information is available.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 6**

**Subject: Math**

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003-2004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	84	82	88	87
Number of students tested	131	109	119	117
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	80	*	*	*
Number of students tested	17	*	*	*

Asterisk (\*) indicates no information is available.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 7**

**Subject: Math**

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003-2004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	79	78	85	80
Number of students tested	119	126	122	116
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	*	*	*	*
Number of students tested	6	*	*	*

Asterisk (\*) indicates no information is available.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 8**

**Subject: Math**

**Tests:**

Stanford Achievement Test (2000 – 2002)

California Achievement Test (2002 – 2004)

**Edition/Publication Year:**

Stanford Achievement Tests - 9th Edition, 1995 Publisher: Harcourt Brace

California Achievement Tests - 6th Edition, 2000 Publisher: McGraw Hill

**What groups were excluded from testing? Why?**

- Parental Exclusion
- As per Education Code section 60615., parents or guardians can submit written request if they do not wish to have their students take any or all parts of the STAR test.

**Subgroups:**

- No statistically significant subgroups are reflected in state testing results for the district in ethnicity, students with disabilities, or economically disadvantaged.
- Our largest subgroup is Hispanic but results are only available for 2003-2004.

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X

	<b>2003- 2004 CAT 6</b>	<b>2002- 2003 CAT 6</b>	<b>2001- 2002 SAT 9</b>	<b>2000- 2001 SAT 9</b>
<b>Testing Month: May</b>				
<b>SCHOOL SCORES</b>				
Total Score	79	79	82	82
Number of students tested	120	125	114	109
Percent of total students tested	99	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Hispanic				
Total score	67	*	*	*
Number of students tested	16	*	*	*

Asterisk (\*) indicates no information is available.